**Ravensbury Community School**





**Pupil Premium Strategy**

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| **3 Year Pupil Premium Strategy Plan** | | | | | | |
| Ravensbury Community School  National figures in brackets | ***2017*** | | ***2018*** | | ***2019*** | |
| ***Pupil premium*** | ***Non-pupil***  ***Premium (other)*** | ***Pupil premium*** | ***Non-pupil***  ***Premium (other)*** | ***Pupil premium*** | ***Non-pupil***  ***Premium (other)*** |
| **EYFS** | | | | | | |
| **% achieving a good level of development (GLD)** | **88%**  **(N-73%)** | **60%**  **(N-73%)** | **53%**  **(N-74%)** | **80%**  **(N-74%)** | **67%**  **(N-57%)** | **72%**  **(N-72%)** |
| **Year 1 Phonics** | | | | | | |
| **% meeting the expected standard** | **86%**  **(N-84%)** | **97%**  **(N-84%)** | **93%**  **(N-86%)** | **90%**  **(N-85%)** | **72%**  **(N-71%)** | **94%**  **(N-84%)** |
| **KS1** | | | | | | |
| **% achieving age related expectations (ARE) or above in reading** | **88%**  **(N-79%)** | **86%**  **(N-76%)** | **71%**  **(N-79%)** | **82%**  **(N-75%)** | **87%**  **(N-62%)** | **81%**  **(N-78%)** |
| **% achieving age related expectations (ARE) or above in writing** | **85%**  **(N-72%)** | **84%**  **(N-68%)** | **71%**  **(N-74%)** | **82%**  **(N-70%)** | **77%**  **(N-55%)** | **68%**  **(N-72%)** |
| **% achieving age related expectations (ARE) or above in maths** | **88%**  **(N-79%)** | **93%**  **(N-75%)** | **79%**  **(N-80%)** | **87%**  **(N-76%)** | **83%**  **(N-62%)** | **77%**  **(N-79%)** |
| **KS2** | | | | | | |
| **% achieving age related expectations (ARE) or above in reading, writing and maths** | **76%**  **(N-67%)** | **80%**  **(N-67%)** | **81%**  **(N-70%)** | **75%**  **(N-64%)** | **81%**  **(N-51%)** | **78%**  **(N-71%)** |
| **% achieving age related expectations (ARE) or above in reading** | **76%**  **(N-77%)** | **80%**  **(N-77%)** | **81%**  **(N-80%)** | **81%**  **(N-75%)** | **88%**  **(N-62%)** | **78%**  **(N-78%)** |
| **% achieving age related expectations (ARE) or above in writing** | **84%**  **(N-81%)** | **93%**  **(N-81%)** | **80%**  **(N-83%)** | **81%**  **(N-78%)** | **84%**  **(N-68%)** | **78%**  **(N-83%)** |
| **% achieving age related expectations (ARE) or above in maths** | **84%**  **(N-80%)** | **93%**  **(N-80%)** | **80%**  **(N-80%)** | **79%**  **(N-76%)** | **88%**  **(N-67%)** | **87%**  **(N-84%)** |

At Ravensbury Community School we have high aspirations and ambitions for our pupils and we believe that all of our pupils are given every chance to succeed and reach their full potential by ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

Pupil Premium provides funding for pupils: 1. Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child) 2. Who have been continuously looked after for the past six months (£1900 per child) 3. Whose parents are currently serving in the armed forces (£300 per child)

| **Other Data** | | |
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| **Look at:** | **Strengths** | **Weaknesses** |
| **Attendance data** | **% of PA has fallen but is still above national figures (IDS)** | **% of PA above NA (IDS)**  **% of unauthorised absence above NA (IDS)** |
| **Behaviour data** | **No permanent exclusions. FTE below LA figures (IDS)** |  |
| **Safeguarding referrals** | **Families feel supported by school.** | **153 internal safeguarding referrals** |

| **Long-term Plan (3 year timescale): 2019-2022** |
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| 1. **Cultural capital; pupils have a lack of first hand experiences so curriculum intent is to address this with all pupils having a visit or visitor each half term.** 2. **Pupils have limited vocabulary both in spoken and written forms which impacts on all areas of learning and personal development. Research shows that vocabulary size is linked to academic success. 2019-2020 KP 3 Vocabulary acquisition and development** 3. **Many pupils are affected by high levels of social, emotional and mental health issues which have a significant impact on learning and wellbeing. 2019-2020 KP1 mental health and wellbeing of all stakeholders.** |

| **COVID-19 Pandemic** |
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| **Due to the global pandemic, school closed on March 20th 2020 and did not fully reopen until September 2020. This meant that some of the planned expenditure did not happen. There was no collection of 2020 external assessment data for EYFS, KS1 and KS2. The data collected by school will be for internal use only to support school self evaluation and progression from Reception to Y1 and Y2 to Y3.** |

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| 1. **Summary information** | | | | | |
| **Academic Year** | **2019-2020** | **Total PP budget for financial year** | **£270,902** | **Date of most recent PP Review** | **July 2019** |
| **Total number of pupils**  **Jan census** | **465** | **Number of pupils eligible for PP for financial year** | **149** | **Date for next internal review of this strategy** | **January 2020** |

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| 1. **Current attainment 2019 Outcomes** | | | |
|  | ***Pupil premium*** | ***Non-pupil***  ***Premium (other)*** | ***Pupils not eligible for PP (national average other)*** |
| **EYFS** | | | |
| **% achieving a good level of development (GLD)** | **67%** | **72%** | **72%** |
| **Year 1 Phonics** | | | |
| **% meeting the expected standard** | **72%** | **94%** | **84%** |
| **KS1** | | | |
| **% achieving age related expectations (ARE) or above in reading** | **87%** | **81%** | **78%** |
| **% achieving age related expectations (ARE) or above in writing** | **72%** | **68%** | **72%** |
| **% achieving age related expectations (ARE) or above in maths** | **83%** | **77%** | **79%** |
| **KS2** | | | |
| **% achieving age related expectations (ARE) or above in reading, writing and maths** | **81%** | **80%** | **71%** |
| **% achieving age related expectations (ARE) or above in reading** | **88%** | **78%** | **62%** |
| **% achieving age related expectations (ARE) or above in writing** | **82%** | **84%** | **83%** |
| **% achieving age related expectations (ARE) or above in maths** | **87%** | **88%** | **84%** |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | On entry to school pupils have delayed language, lack of vocabulary and poor basic skills. | |
|  | | Social Deprivation – The IDACI shows that 92% of the school’s population is in the top 10 percent of most the deprived postcode areas in England. Many pupils are affected by high levels of social, emotional and mental health issues which have a significant impact on learning and wellbeing. | |
| **C.** | | A number of pupils eligible for pupil premium have additional needs EAL and SEND | |
| **D.** | | Some pupils eligible for pupil premium have fallen behind and are not on track to reach ARE /or are making less than expected progress. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **E.** | | Many pupils lack ‘life experience’ and have not visited places outside of school which stimulate creative and imagination skills, because of additional costs | |
| **F.** | | Attendance and punctuality; holidays taken during term time and punctuality mean children are vulnerable and missing vital learning. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Accelerated progress in language acquisition for those new to school. Access to QFT.  Children are able to use a breadth and depth of vocabulary used in both written and spoken forms appropriately. Measured though pupil outcomes.  Maintain standards and progress data at the end of EYFS, KS1 and KS2 measured through key performance indicator data. | | Early identification of pupils with speech and language needs. Pupils will access SALT, specialist language groups and additional intervention to accelerate progress and remove barriers to learning. Attainment and progress will be monitored at pupil progress meetings and demonstrate accelerated progress. By end of EYFS pupils have made accelerated progress and are working at the expected standard in the prime and specific areas. The increase the percentage of pupils working at ARE in CL by the end of EYFS, narrowing the gap between school and national figures. Pupils have increased knowledge and understanding of vocabulary which they are able to use accurately in both written and spoken forms. |
|  | To lessen and /or remove social / emotional barriers to learning for some pupils to ensure that they engage fully in learning and to provide opportunities through relational work to improve self esteem and manage own choices around behaviour. All pupils eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ’s and by monitoring behaviour logs). Pupils will make at least expected progress relative to their starting point. | | A range of targeted therapeutic approaches including play therapy, drama therapy and gardening and group work will be in available for targeted vulnerable pupils. This will increase the wellbeing and engagement of all pupils creating a purposeful learning environment.  SDQ; total SDQ score and pro social score will go up. Number of recidivists in the behaviour log will reduce. |
|  | All pupils eligible for pupil premium with additional needs; EAL/SEND will make at least expected progress, relative to their starting points, in reading, writing and mathematics. Access to QFT. | | EAL and SEND data shows all pupils make at least expected progress relative to their starting points. Quality first teaching and an inclusive approach will help reduce barriers to learning. Pupils will access the support they need to allow them to access learning. All pupils who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO. Pupils with EAL will access specialist teaching and learning support in order to remove barriers to learning. The progress of these pupils will be monitored at pupil progress meetings. Parents with EAL have more opportunities to develop their own language acquisition/skills. |
|  | To support the accelerated progress of those pupils not on track to reach EOY targets by improving Home Learning opportunities and extending out of hours learning opportunities. | | Pupils have access to a range of home learning opportunities and extended out of hours learning opportunities; active learn, Lexia, maths frame, holiday clubs, homework clubs, Third Space maths club. Parents will have a better understating on how to help their children at home. The vast majority of pupils eligible for pupil premium will achieve at least the expected standard in reading, writing, maths, GVP and combined at the end of KS2. The vast majority of pupils eligible for pupil premium will achieve at least the expected standard in reading, writing and maths at the end of KS1. |
|  | All pupils who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement. | | Pupils will have opportunities to develop their cultural capital by experiencing a range of enrichment opportunities to enhance aspiration and raise expectations. Pupils will experience residential trips, educational visits and visitors. There will be a focus on providing a wide range of extra-curricular activities and funding will be provided. All of the pupils will learn an instrument in Year 4. Pupils will demonstrate improved learning behaviours; independence, resilience, try new things, creativity, perseverance. The majority of pupils will reach at least ARE. |
|  | Attendance and punctuality of pupils in receipt of PPG is monitored and in-line with other pupils in school and nationally. Celebrate good and outstanding attendance and good punctuality each half term. Gap between school PA and figures has been narrowed. | | Attendance and punctuality is at least in-line with other pupils in school and nationally. Pupils/groups identified as a cause for concern will be monitored closely and intervention/action put in place to remove barrier to learning.  Families work closely with the PSA. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | 2019-2020 | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To ensure that families are supported to adequately meet children’s needs and enable them to be supported in their education | Education case worker | Many parents need additional support in dealing with a range of issues which include self-esteem, literacy skills, dealing with debt, housing issues, establishing routines and setting boundaries. | Meet every two weeks with caseworker to review families receiving support and monitor the impact of support. | MH | Review every half term |
| To ensure attendance and punctuality are at least in line with National figures. | Education caseworker Celebrate good and outstanding attendance. | Targeted work with families has improved attendance and punctuality where attendance is below 90%.  Targeted work will reduce the % of children arriving late for school. | Track and monitor pupil attendance every three weeks. Meet with the parents of pupils whose attendance is below 90%.  Meet with parents of pupils who are persistently late for school. | MH | Review every half term |
| Early identification and intervention of pupils with SALT difficulties. | Employ SALT 1 day a fortnight.  SALT employed one day a week from Spring 2 to end of summer | Long waiting list for NHS SALT input. | Monitoring of learning outcomes. Half termly review with SALT | JW | Ongoing. At the end of each block of intervention |
| To accelerate the acquisition of language Year 1 and Reception | Deployment of teaching assistant to undertake delivery of language programmes | TA deliver language groups and support implementation of 1 to 1 SALT programmes. | Monitoring of learning outcomes. Half termly review with SALT | LT | Review at the end of the 6 week programme. |
| To improve pupil mental health and wellbeing of all children with a particular prioritisation of pupil premium children | Play Therapist 1 day a week  Drama Therapist 1 day a week.  Gardener I day a week Autumn 1, Spring 2 and Summer term  Support for staff, training on reflective language and attachment. | This approach has led to improved confidence of staff and strengthened their capacity to deal with individual pupils’ presenting with additional pastoral needs. Also allows pupils and families to access therapeutic intervention | Half termly review of therapeutic interventions. End of year outcomes. Analysis of SDQ scores | JW | Review every half term at Pastoral intervention meeting. |
| Raised attainment and progress in Year 6 in reading, writing, maths and GPS | Employ an additional teacher to work mornings to support English and maths.  Reduce class sizes | Continue to close within school attainment and progress gaps between identified groups through employment of an additional full time teacher in Year 6 to reduce class size | End of year outcomes;  monitoring at pupil progress meetings 4 times a year Review of pupil progress after each assessment point. | MH | Review achievement every half term, |
| Raised attainment in Year 2 in reading, writing and maths | Employ a part time additional teacher to deliver interventions in Y2 (spring 2) | Analysis shows that disadvantaged pupils at the end of KS1 do not achieve as well as non-disadvantaged pupils. | End of year outcomes;  monitoring at pupil progress meetings 4 times a year Review of pupil progress after each assessment point. | MH | Review achievement every half term, |
| Maintained attainment and progress in Year 2 and 6 in reading, writing, maths and GPS and combined | Employment of a 2 x TA 2 to support teaching and learning through Key Stage 1 and 2 | To maintain the school’s outcomes in core subjects in line with/ above average at 5, 7 and 11 | End of year outcomes;  monitoring at pupil progress meetings 4 times a year | MH | Review achievement termly.  Observe TA performance 3 times a year. |
| To raise attainment and accelerate the learning of those pupils entitled to PPG through the improvement of opportunities for Home Learning | Access to online maths programme; maths frame  Access to online reading programme; Lexia  Access to Active learn | Pupils can access learning at home and can practice skills independently. This also helps supports parent involvement; opportunities for them to help at home. | End of year outcomes;  monitoring at pupil progress meetings 4 times a year | MH/LT | Review achievement every half term |
| Raised attainment in writing across the school; focus on effective feedback | Teacher to work alongside colleagues to develop pedagogy and develop consistency when making judgements in writing. | Teacher to work 1 additional afternoon each week to support colleagues in the development of writing EH | End of year outcomes;  monitoring of writing outcomes at pupil progress meetings 4 times a year | JT/EH | Review achievement every half term |
| **Total budgeted cost** | | | | | **£14194.21** |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improve attainment and progress of lower attaining pupil premium pupils at risk of not achieving aspirational targets in English.  Teacher did not work an additional 1 ¼ hours, 3 days a week Nov 19 to SATs May 2020 | 1 to 1 intervention | Additional hours Appointment of an interventions teacher 2 days a week to support year 6 one to one provision in reading, writing, maths and GPS.  Teacher to work an additional 1 ¼ hours, 3 days a week Nov 19 to SATs May 2020 | End of year outcomes;  monitoring at pupil progress meetings 4 times a year. | MH | Review achievement after each assessment point. |
| Improve attainment and progress of pupils in lower KS2 in maths.  Intervention teacher for lower KS2 was not appointed due to covid-19 | 1 to 1 intervention | Additional teacher to work 2 ½ days a week to deliver targeted interventions in lower KS2. | End of year outcomes;  monitoring at pupil progress meetings 4 times a year. | MH | Review achievement after each assessment point. |
| Improve attainment and progress of pupils in Y5 focus on basic skills. | 1 to 5 group intervention | 4 x TAs to work once a week 3.30-4.30pm in Y5 to deliver afterschool targeted interventions | End of year outcomes;  monitoring at pupil progress meetings 4 times a year. | MH | Review achievement after each assessment point. |
| Improve attainment and progress of lower attaining pupil premium pupils at risk of not achieving aspirational targets in maths. | 14 weeks 1 to 1 on line tuition for Y6 pupils | 13 pupils to access Third space learning SATs booster 1 hour each week. In a 2016 trial with Rising Stars, pupils who had weekly interventions from Third Space Learning tutors made 7 months' progress over 14 weeks. | Monitor learning outcomes. Analysis of weekly reports. | MH | Review achievement after each assessment point |
| To accelerate the progress of EAL pupils | Group language session focus on pre tutoring of vocabulary and language acquisition. | EAL full time teacher to work with identified children to raise attainment across the school has shown pupils make accelerated progress. | End of year outcomes;  termly monitoring. Monitor learning outcomes at pupil progress meetings 4 times a year | SH | Provision will be mapped termly on a provision map |
| To ensure appropriate provision is in place to support the attainment and progress of vulnerable pupils and pupils with SEND. | SENDCO out of class every morning to monitor the provision for SEND pupils.  SLA with Catalyst Educational psychology. | Early identification of SEND and effective targeted intervention will ensure that pupils meet their EOY target. | Analysis of termly assessment data and monitoring of one page profiles. To ensure provision is appropriate. | JW | Review half termly. |
| To secure achievement of pupils in external tests; phonics, end of KS1 and end of KS2. | Holiday schools for identified pupils. Employment of good/outstanding teachers to provide targeted support based on gap analysis and as specified in the Holiday School/After school booster Intervention Plans  Y6, Y2 and Y1 Holiday school –Easter 2019 | Teachers who work in the school know the children really well; they know the gaps in children’s learning. Children can access small group targeted support. | End of year outcomes;  monitoring at pupil progress meetings 4 times a year | MH/LT | Review achievement after each assessment point |
| To provide support for pupils with SPLD | 1x pupils to access specialist support | Specialist support provided through SALT SLA.  TA to deliver programme. | Half termly reviews with NHS SALT | JW | Review half termly |
| **Total budgeted cost** | | | | | **£84,467.50** |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To provide children with healthy snack at break time to reduce any barriers to learning resulting from hunger | Provision of playtime fruit | Children should eat at least five portions of fruit and vegetables every day to remain healthy. But research shows that on average children in England eat only about three portions, with many eating fewer | Pupils have access to a range of fresh fruit. | MH | Review half termly |
| Enhanced curriculum opportunities. | Development of teaching skills in art through the employment of a specialist art teacher 1 day per week  Development of teaching skills in music through employment of a specialist music teacher 1 day per week | Many pupils have limited experiences outside of school which results in little understanding of the world around them. Some pupils struggle in communicating through written forms so art and music allow pupils to communicate feelings though different medium.  SLA from music service (steel pans teacher) | Displays around the school show evidence of improved art work  Children demonstrate improved confidence to perform. | MH | Review termly |
| Ensure all pupils have access to a range of stimulating life experiences that enrich their learning and development. | Cost of class trips subsidised  Residential trip subsidised  Access to a range of after school clubs | Many pupils enter Nursery with low basic skills. All year groups show a lack of experiences and understanding of the world around them. Experience has shown us that children are really motivated by trips and cite them as memorable learning experiences during the year. They also produce outcomes which are enhanced in content and creativity as a result of these visits. | End of year outcomes; monitoring at pupil progress meetings 4 times a year | MH | Review every half term |
| **Total budgeted cost to allocate** | | | | | **£38,222** |
| **Total Targeted Spend 2019-2020** | | | | | **263,883.71** |

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| 1. **Review of expenditure -Pupil Premium Plan for 2019-2020**   **Due to the Covid-19 pandemic it has been difficult to fully evaluate the impact of the actions put in place. The 3 year pupil premium strategy will continue to be formally reviewed in July 2022., however the annual plan will be reviewed termly .** | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact:** Did you meet the success criteria? | **Lessons learned**  (and whether you will continue with this approach) |
| Accelerated progress in language acquisition for those new to school. Access to QFT.  Children are able to use a breadth and depth of vocabulary used in both written and spoken forms appropriately. Measured though pupil outcomes.  Maintain standards and progress data at the end of EYFS, KS1 and KS2 measured through key performance indicator data. | Parent support advisor  Employ SALT 1 day a fortnight.  Deployment of a teaching assistant to deliver language programmes.  Additional staff employed to reduce class sizes in Y2 and Y6. | New SALT service employed to work with identified pupils which allowed for the early identification of pupils with speech and language difficulties. Bespoke programmes delivered and evaluated by SALT. Internal data shows that at the end of the spring term 2020, 65% of reception pupils were on track to meet age related expectations in CLL.  PSA has continued to support families on a range of issues from housing, food and school place applications. She supported families through the lockdown period continuing.  Vocabulary training accessed by all staff allowed for the explicit teaching of tier2 and tier 3 vocabulary which the children were beginning to use independently both in spoken and written forms. Staff feel they are best able to support the learning of all pupils by being able to deliver  flexible intervention programmes/catchup sessions to address gaps in learning. Data presented at pupil progress meetings demonstrates pupil progress. | Continue with this approach to support pupils with SALT needs and to target pupils for early language acquisition intervention.  Enrol on the Nuffield Early Language Intervention (NELI) programme to further accelerate the progress of early language skills in Reception. Continue to work on developing vocabulary acquisition and development next year. |
| To lessen and /or remove social / emotional barriers to learning for some pupils to ensure that they engage fully in learning and to provide opportunities through relational work to improve self esteem and manage own choices around behaviour. All pupils eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ’s and by monitoring behaviour logs). Pupils will make at least expected progress relative to their starting point. | Play Therapist 1 day a week  Drama Therapist 1 day a week  Gardener I day a week Autumn 1, Spring 2 and Summer term  Training for new staff; reflective language, attachment, trauma.  Provision of playtime fruit | Pastoral meetings were held each half term; September to end of spring 1 to identify pupils who would benefit from pastoral intervention. Their emotional needs were met and they were happy and ready to engage and learn. Half termly monitoring measured the impact of these interventions to ensure they were having a positive impact. The impact of interventions up until the end of Spring 1 had a positive impact on progress and attainment which can be seen in improvements in the pupils SDQ scores.  A range of targeted therapeutic approaches including play therapy, drama therapy and gardening and group work were offered to identified pupils to support their wellbeing. This increased the wellbeing and engagement of all pupils, creating a purposeful learning environment. The drama therapist did whole class sessions, Y2-Y6 , focussed on metacognition allowing pupils to have a better understanding of how they learn and how to manage and regulate feelings. Induction training for staff allowed for better understanding of children’s behaviours and how best to help children verbalise feelings and emotions.  Children had access to fruit at break times. | Continue with this approach to support pupils, families and staff to have their emotional needs met.  Continue with therapeutic support for pupils to support emotional health and wellbeing. |
| All pupils eligible for pupil premium with additional needs; EAL/SEND will make at least expected progress, relative to their starting points, in reading, writing and mathematics. Access to QFT. | Employment of a 2 x TA 2 to support teaching and learning through Key Stage 1 and 2  2x pupils to access specialist support  SLA with catalyst education to support school to meet the needs of vulnerable pupils. | Quality first teaching and an inclusive approach has helped reduce barriers to learning. All pupils who were at risk of not making expected progress were discussed at termly pupil progress meetings and individual strategies were put in place to enhance learning, these were planned in conjunction with the inclusion team. EAL pupils accessed specialist teaching and learning support in order to remove barriers to learning. The progress of these pupils was monitored at pupil progress meetings and further intervention put in place if needed. Parents with EAL had opportunities to develop their own language acquisition/skills. | Continue with this approach to support pupils with additional needs. |
| To support the accelerated progress of those pupils not on track to reach EOY targets by improving Home Learning opportunities and extending out of hours learning opportunities. | Access to a range of online home learning opportunities. | Pupils had access to Lexia, active learn, TT rockstars to practice basic skills. This proved invaluable during lockdown. Pupils had access to a range of enrichment opportunities focussed on wellbeing; afterschool sporting clubs, samba and steel pans.  Pupils had access to lunchtime club; choir | Approach to be continued |
| All pupils who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement. | Visits and visitors to enrich learning.  Employment of specialist teaching in music and art. | Pupils had access to specialist teaching in art and music; art work displayed around school demonstrates improved skills, children confident to perform to a range of audiences.  Pupils had access to visits and visitors until march 20th 2020 to enhance learning; Ghyll Head, IWM, Lowry, Stockport air raid shelter, Egyptian workshop, Mayan workshop, Quarry Bank Mill, Engineer-Bridge building workshop, visit to Southport eco centre | Continue with this approach to ensure pupils have access to a range of 1st hand experiences to enhance learning.  Visits and visitors have been carefully mapped out and this approach has made significant improvements in the range of experiences and the learning from these. |
| Attendance and punctuality of pupils in receipt of PPG is monitored and in-line with other pupils in school and nationally. Celebrate good and outstanding attendance and good punctuality each half term. Gap between school PA and figures has been narrowed. | Close monitoring of attendance and punctuality.  PSA to work with identified families. | Targeted support for families continues to  be successful and have a positive impact on both attendance and punctuality.  2019/20 PA figure 1.9% This excludes x codes recorded on registers form march to July 2020.  However we recognise that there is a need  to revisit support for families at different  times throughout their schooling. | Approach to be continued |